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ABSTRACT

This 4,927-item bibliography constitutes part of a research project to provide a descrptive review of worldwide educational planning techniques and experiences, as well as an evaluation of the usefulness of such planning for integration in approaches to futures planning. In addition to supporting the research project, the bibliography provides a tool for scholars and practitioners to use in all educational planning and policy. Most sources are English, although some are French, Spanish, or German. The entries are divided into (1) education and national development, (2) comprehensive and partial planning, (3) financing educational plans, (4) influences on the targets of planning, (5) productivity and efficiency, and (6) bibliographies. Author, country and regional indexes are also included. (RA)

ED042238

WORKING DRAFT

EDUCATIONAL PLANNING AND POLICY: AN INTERNATIONAL BIBLIOGRAPHY

compiled by
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with the assistance of
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PARTS I AND II

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PREFACE

Research Studies in Educational Planning and Policy

The Educational Policy Research Center at Syracuse (EPRC), established in February 1968, is currently engaged in several research undertakings relating educational policy to alternative possible long-range futures. The EPRC commissioned a study, to be executed June 1968--August 1969, which would review the current state of world-wide educational planning. This research project, identified as "Studies in Educational Planning and Policy", under the direction of Professors Don Adams and Jerry Miner of Syracuse University will result in a descriptive review of educational planning techniques and experiences throughout the world and an evaluation of such planning with respect to its usefulness for integration in approaches to futures planning.

The present bibliography has been developed as part of the research project, both to aid the basic research and at the same time to provide a research tool of value to scholars and practitioners in the field of educational planning and policy--a tool to be refined and improved, hopefully, with the assistance of those who use and appraise this first version.

Scope and characteristics of the bibliography

In scope and intent the bibliography reflects the characteristcs of the basic research project: it seeks to be comprehensive, international and action-oriented. It is comprehensive in the sense that the area of concern goes beyond the internal planning of formal school systems to encompass other instructional systems and training arrangements as well as those interrelationships of education, economy and society which most directly affect educational planning and policy. It is comprehensive in another sense also, for the intent has been to survey the relevant literature without making value judgments on the quality of all items included--although judgment was used to exclude items which appeared to be addressed only to popular audiences.

The scope is international, consistent with the world-wide overview of planning in the base study; although English language items predominate, titles have been drawn from non-English sources, notably French, Spanish, and German. The majority of non-English titles have been translated into English; where it was known that items have been published in more than one language, this has been indicated.

The conception of educational planning which colors the basic study and the bibliography is action-oriented in that concern is not purely with planning in an abstract, theoretical, or technical sense, but also with implementation as part of the total planning process.

Time-period. Generally the entries date from 1960 onwards, though some older citations have been included where judged of particular interest or, in the case of national studies, where there is a dearth of entries for the 1960's. The cut-off date for inspecting major sources was December 1968.

Methodology, sources, and organization

Achievement of the objectives outlined above is a difficult task. The first version of this bibliography is primarily for circulation among specialists in the field. Their help is solicited in refining it so that researchers and practitioners may have at their disposal a research tool providing a survey listing of relevant current literature, organized so that items and areas of interest may be quickly located. (See boxed note on page iv).

Users should be aware of the limitations of this version occasioned by time constraint and by the sources and methods employed.

The data for the bibliography were researched, carded, organized, edited, typed, proofed, printed and collated in the present form during the six-month period January-June 1969. Anyone who has undertaken production of a sizable bibliography will be aware of limitations imposed by such a time constraint: operations which might best be completed sequentially had to be performed, in part, simultaneously; additional sources which would repair gaps in coverage of certain topics or geographic areas could not be obtained in the time available.

At the outset, a fairly detailed listing of topics relevant to educational planning was prepared by the chief compiler. It was discussed and modified by members of the project group in light of project interests and the experience of members. The topics thus identified provided guidelines for seeking bibliographic data.

It is impossible to identify here all of the specific sources used in locating bibliographic information. In brief, the data were assembled by:

- systematic coverage of volumes published 1960-1968 by major indexing and bibliographic services;

- systematic perusal of a large number of bibliographies, both annotated and descriptive, both of wide and of restricted circulation, of broad relevance for the present work or with specialized focus on particular topics;
- direct examination of numerous books, periodicals, articles, government documents, monographs, conference papers, and extraction of titles contained in footnotes and short bibliographies appended to these writings;
- examination of lists of holdings in personal or organization libraries, and of catalogs of certain publishers, including OECD and UNESCO.

Mimeographed documents were included in the search for relevant items and many are cited in the bibliography; though these documents have limited circulation, their existence is significant to serious researchers who may often obtain copies directly from the authors or organizations involved.

Many thousands of titles were scanned by the chief compiler and around 10,000 of these were carded, together with source indication and, where possible, a brief note of content. There followed extensive discussion by project members regarding organization and classification of the data. Numerous possible taxonomies were considered before the adoption of the classification scheme presented here. Bibliographic items were classified on the basis of direct knowledge of content, or on the basis of annotations from other bibliographies. In remaining cases, where inspection of an item was not possible, the title was relied upon to indicate content. Clearly, a listing of this size precludes direct examination of all items; some had to be classified on the basis of very general or ambiguous titles and the exercise of arbitrary judgments.

In the process of classification, members of the project with specialized knowledge of particular fields were able to repair some of the deficiencies in the basic listing for particular topics or geographic areas. The compilers are aware of remaining weaknesses; however, with the collaboration of appraisers and users, these may be remedied in any future version.

Hints to users

Attention to certain features of the bibliography may help users: the format, chapter notes, additional information supplied in some entries, and the indexes.

The looseleaf format and the layout in which each new sub-section begins on a new page allows easy removal of particular sections in use and the addition of entries provided either by possible supplements to this version or by the user himself. To make full use of this format, it is recommended that the bibliography be transferred to looseleaf binders.

Parentheses, ( ), have been reserved for information furnished in the original citation. Brackets, [ ], have been employed to indicate insertions by compilers of this bibliography--usually for the translation of foreign titles, immediately after the original title, or for furnishing additional information at the end of the original citation.

References for a particular topic may best be located by examination of the Table of Contents and by reference to the notes preceding relevant chapters. Reference to the Country Index will assist in location of items on particular geographic areas. In this regard, the following features should be noted: (1) While the bibliography is largely organized by subject matter, Chapter 3 offers a country-by-country listing of items relating to overall educational planning; (2) Several other chapters contain sub-sections for country and regional studies; (3) as a further aid to geographic identification, country headings have been inserted at the top right of entries known to relate to particular countries.

Acknowledgments

The generous help of Professor Gordon Ruscoe of Syracuse University and of Professor Nicholas DeWitt of Indiana University is much appreciated. Professor Ruscoe furnished the typescript of his bibliography on educational planning in Latin America, and Professor DeWitt provided copies of his lists of holdings in international education and the economics of education.

Miss Andrea Latchem and Mr. Stanley Sztaba played a key role in the production of this document, performing services above and beyond the part-time typing for which they were engaged; notably, Miss Latchem compiled the Author Index and Mr. Sztaba the Country Index. At certain stages in the compilation Mrs. Jane Leggett, Mrs. Lorraine Lauricella, and Miss Sarah Green performed tasks connected with data cards and manuscript; and Miss Mary Stephano carefully proofed several sections of the manuscript. To all these the compilers extend grateful thanks. Thanks also go to Professor Marshall Segall, Acting Director, and to Mrs. Gloria Katz, Administrative Assistant, of the Program of Eastern African Studies at Syracuse University for friendly help and for the use of facilities in connection with printing the bibliography.

Maureen Webster
Syracuse, June 1969

Comments on the organization and content of this bibliography and suggestions for items to be included in any supplement or revised version will be appreciated. Comments should be addressed to: Maureen Webster, Educational Policy Research Center, Syracuse University Research Corporation, 1206 Harrison Street, Syracuse, New York, 13210.

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PART I

THE PLANNING CONTEXT: EDUCATION AND NATIONAL DEVELOPMENT

Chapter 1

EDUCATION AND NATIONAL DEVELOPMENT

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Items in Chapter 1 have been selected to provide a setting for educational planning. The context is national development -- social, political, economic. Items in Section 1.1 deal with general problems of development and modernization, without particular stress on education. Remaining items in the chapter discuss the role of education in development, in general fashion in Section 1.21, and with particular reference to geographic areas in 1.22. In Section 1.3 attention is focused on economic aspects of education in development; the items included sample literature on education as investment in human capital.

Chapter 1 is not concerned with planning as such; the intent is to provide a sampling of the large literature on development and on the general relation of education and development. Users may refer to the additional bibliographic sources listed in Chapter 14 for further references.

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PART II

COMPREHENSIVE AND PARTIAL PLANNING

Chapter 2

COMPREHENSIVE PLANNING: GENERAL

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2.1	National development planning	343-385	41
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The term 'comprehensive' is used in Chapters 2 and 3 to indicate concern with overall issues of educational planning as opposed to particular segments or aspects of educational planning. Not all items listed encompass the full range of planning issues, however; some omit or deal cursorily with one or another important aspect. Nevertheless, all items do consider planning for more than one level or kind of education, and this distinguishes them from entries in Chapter 4 which is entitled 'Partial Planning'.

The introductory section, 2.1, presents a selection of items from the literature on national planning, including: general treatments (e.g. LEWIS, MEIER, TINBERGEN); writings on particular styles of planning (e.g. Soviet planning, French indicative planning, planning for more- and planning for less-developed countries); and writings which evaluate plans or set them in international context (e.g. WATERSTON, and some UN items). Item # 362, MEIER, contains useful bibliographies of further references in the general planning literature.

Section 2.2 assembles items which examine the linkages between educational planning and general development planning. Section 2.3 groups a miscellany of systematic writings on alternative approaches to the theory and method of educational planning (e.g., ANDERSON and BOWMAN, BLAUG, CORREA, etc.) as well as some more impressionistic articles which nonetheless claim to discuss planning in a general and comprehensive fashion.

Entries in Sections 2.4 and 2.5 relate respectively to the organization and administration of planning and to data needs. While the discussion here and elsewhere in the chapter is often illuminated by refereence to particular countries, the items have a general interest which transcends particular geographic contexts.

Users seeking a good general introduction to current issues in educational planning might consult the World Year Book of Education 1967 (Item # 423), which offers a wide selection of papers, including contributions on theory, methodology, data, approaches, models and case studies.

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Chapter 3

COMPREHENSIVE PLANNING: NATIONAL AND REGIONAL CASES

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* Errata: The numbers 1270-1279 appear twice. To avoid confusion, the numbers 1270(a)-1279(a) have been used in section 3.4.

Chapter 3 is organized by geographic region. The short introductory section (3.1) lists sources of a multi-regional nature, and these are followed (3.2-3.7) by regional and national studies. Each of the large sections (3.2-3.5) lists in sequence: regional conferences and plans, general writings on the region, and studies of individual countries. Countries are listed alphabetically within regions; for each country, known official national plans (operative in the 1960's) are listed first in date sequence, followed by commissioned reports; other relevant writings on the country come last, in alphabetical order by author.*

Since this chapter is concerned with comprehensive or at least semi-comprehensive planning, partial plans and other similar items (for example, those relating primarily to one level or type of education) are included here only when it is known that they also include analysis of other aspects of education. The relatively small section on comprehensive planning in the United States is counterbalanced by a preponderance of U.S. entries in Section 4.13, Higher Education, in Chapter 4 -- a situation which indicates the current preoccupation of U.S. planners.

Because of lack of access to relevant documents it is not possible in many cases to indicate the appropriate page references for the education sector of national plans -- a deficiency which it is hoped users of this bibliography will help remedy.

The geographic index will aid researchers in location of additional items elsewhere in the bibliography which relate to particular countries.

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* In the case of national plans, extensive use was made of Appendix III of Albert Waterston, Development Planning. Lessons of Experience. Baltimore, Md.: Johns Hopkins Press, 1965.

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Le Problème de l'enseignement dans le Ruanda-Urundi. [The Problem of Education in Ruanda-Urundi.] Liège: Editions CEPSI, 1958. 125 pages. [Report of a study mission of the University of Liège Foundation for Scientific Research in Belgian Congo. Significant educational problems are identified and recommendations made for new programmes.]

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Economie et Plan de Dévéloppement: République Centrafricaine. [The Economy and the Development Plan: Central African Republic.] Paris: Ministère de la Cooperation, 1963. pp. 6-8.

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Draft Development Plan, 1961-1970. Suva, June 1960. 5 pages. [Based on recommendations made in the Report of the Burns Commission, Council Paper No.1 of 1960].

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1828. FIJI. CENTRAL PLANNING OFFICE
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NEW ZEALAND

General

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Chapter 4

PARTIAL PLANNING

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Writings identified in Chapter 4 are concerned with particular levels, kinds, or aspects of education and educational planning rather than with the overall planning of education; therefore, they are categorized as 'partial planning'.

The classification scheme is devised to reflect the growing segmentation of interests evident in the literature. Items have been grouped according to what appears to be the prime concern of authors. While the classification suggests neat, discrete categories, there is inevitable overlapping of interests. Researchers who wish to pursue a certain topic beyond the sources suggested in a given section will find relevant items elsewhere in this and other chapters. For example, agricultural education and education in rural areas are not identical topics, yet users interested in either category should consult both sections 4.31 and 4.24; Section 4.1 (Planning for particular levels of education) and Chapter 3 (Comprehensive planning) suggest further citations for those researching the ways in which agricultural and rural education are incorporated in the overall considerations of planners. Similar remarks apply to other sub-sections: there is overlap in the sub-sections from 4.31 through 4.35; those looking for references on technical and vocational education (other than for agriculture or teaching) might check Section 4.32 on idustry-sponsored programs, and items in Section 4.1 to see ways in which technical education enters the planning of education at particular levels.

Educational personnel have been assigned a separate section (4.4) because of their distinct position as both input and output of the educational system and because of the crucial importance of teaching personnel to the feasibility and implementation of educational plans. Some additional items of relevance may be found in Chapter 7 on Aid and Technical Assistance.

Supplementary titles on media and methods (4.53) may be found in Chapter 13, Innovation.

4. PARTIAL PLANNING

4.1 Planning for Particular Levels of Education

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Expansion and Improvement of Elementary Education Accounting for School Leavers. Cairo: Institute of National Planning, 1964. 43 pages.

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La ensenañza primaria en la Argentina. [Primary Education in Argentina.] Buenos Aires, 1965. 154 pages. Tables.

1833. AUGER, G.A. Africa
"Expansion of Primary and Mass Education in Africa." IN World Year Book of Education, 1965. pp. 435-445.

1834. BAKAMIS, William A. Paraguay
Industrial Education and Paraguay's Future. Asuncion: Servicio Cooperativo Interamericano de Educación, No date.

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La problemática del sistema educativa. [The Problem of the Educational System.] Buenos Aires: Editorial Troquel, 1964. 170 pages. Bibl. (Biblioteca El Tema del Hombre). [Attempts "sociological planning" to reorganize primary education in the Province of Salta.]

1836. BEEBY, C.E.
"Stages in the Growth of a Primary Education System." IN Comparative Education Review, June 1962. pp. 21--.

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1837. BOESCH, E.E.; H.J. KOEBNICK; H.J. KORNADT; and E. VOIGT
Untersuchungen über Situation und Möglichkeiten der Umgestaltung des Primar -- und Sekundarschul-systems in Ostafrica -- dargestellt am Beispiel Kenias. [Analyses of the Situation and the Possibilities for Change in the Primary and Secondary School System in East Africa -- Model Used -- Kenya.] Saarbrücken: University of the Saar, Research Centre on the Role of Education in Social Development, 1967.

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1838. CAMBODIA. OFFICE NATIONAL DE PLANIFICATION DE L'EDUCATION
Etude critique de l'enseignement primaire. [Critical Study of Primary Education.] Phnom Penh: Dépt. de l'Education Nationale et des Beaux Arts, November 1963. 9 pages. (mimeo).

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Primary Education in Sukumaland. Amsterdam, Netherlands: Centre for the Study of Education in Changing Societies, 1967. 196 pages.

1840. CHARI, Ahalya — India
"Reorganizing Primary and Secondary Education in India." IN Education, Vol. 76, February 1956. pp. 341-346.

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Plan extraordinario de construcciones escolares. [Emergency Plan of School Construction]. Santiago, 1965. (mimeo). [Plan attempts to achieve universal primary enrollments in one year].

1842. CHILE. SUPERINTENDENCIA DE LA EDUCACION — Chile
Proyecto de plan nacional para transformación gradual de los escuelas incompletas en escuelas completas. [Projected National Plan for the Gradual Transformation of Incomplete Schools to Complete Schools.] Santiago: n.d. 78 pages.

1843. CROOKALL, R.E. — W. Nigeria
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1844. DUKE, Benjamin C. — Asia
"The Karachi Plan--Master Design for Compulsory Education in Asia." IN International Review of Education, Vol. 12, 1966. pp. 73-79.

1845. GADGIL, D.R.; and J.M. DANDEKAR — India
Primary Education in Satara District. Reports of Two Investigations. Bombay: Gokhale Institute of Politics and Economics. (Publication No. 32). 174 pages.

1846. GAUD, Michel — Africa & Madagascar
"L'enseignement primaire en Afrique noire et à Madagascar" [Primary education in Black Africa and in Madagascar] IN Afrique contemporaine (Paris), Vol. 5, No. 25, May-June 1966. pp. 26-29, bibl.

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U.K. Children and Their Primary Schools. A Report of the Central Advisory Council for Education (England). [The Plowden Report]. London: Her Majesty's Stationery Office, 1967. Vol. I, The Report, 495 [?] pages. Vol. II, Research and Survey, 633 pages [?].

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Diagnóstico y plan de inversiones en el nivel de educación primaria, 1966-1970. [Diagnosis and Plan of Investments at the Primary Education Level, 1966-1970.] Tegucigalpa: Oficina de Planificación Integral de la Educación 1966 [?]. 78 pages.

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Compulsory Education in Pakistan. Paris: UNESCO, 1954.

1851. INDIA. MINISTRY OF EDUCATION — India
Draft Perspective Plan for the Development of Elementary Education in India (1961-1975). Delhi: Government Press, 1962. 162 pages.

1852. ____________ — India
National Seminar on Compulsory Primary Education. New Delhi: Government of India Press, 1962.

1853. INDONESIA. DEPARTMENT OF GENERAL EDUCATION — Indonesia
Compulsory Education in Indonesia. Djakarta: Department of General Education, 1961.

1854. ______ MINISTRY OF EDUCATION — Indonesia
Current Position of Indonesian Basic Education within the Framework of the Overall Development Plan. Kjakarta: Ministry of Education, 1962.

1855. IRAN. MINISTRY OF EDUCATION — Iran
20-Year Proposed Plan for Universal, Compulsory and Free Primary Education in Iran (The First Five Years Phase). Tehran: Ministry of Education, 1962.

1856. ISRAEL, MINISTRY OF EDUCATION AND CULTURE — Israel
Maskanot Havaada LeHaarachat Chinuch Chova Chinam [Conclusions of the Committee on the Extension of Free and Compulsory Education]. Jerusalem: 1965.

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Prévision des effectifs scolaires dans l'enseignement primaire. [Forecast of School Enrollments in Primary Education]. Algiers: Ministère de l'Orienation Nationale, 1964. 8 pages.

1858. MEDARD, R. — Upper-Volta
"La scolarisation en Haute-Volta" [Schooling in Upper Volta] IN Tiers-Monde, Vol. 1, Nos. 1-2, January-June 1960. pp. 234-241. [Describes factors involved in planning mass primary education adapted to development needs].

1859. MEXICO. SECRETARIA DE EDUCACION PUBLICA, INSTITUTO NACIONAL DE PEDAGOGIA — Mexico
Niveles socio-economicos de las escuelas primarias del D.F. [Socio-economic levels of primary schools in the federal district]. México: Secretaría de Educación Pública, Instituto Nacional de Pedagogia 1965.

1860. _______ SECRETARIA DE INDUSTRIA Y COMERCIO — Mexico
Fundamentos estadisticos del Plan de Once Años de Educación Primaria. México: Secretaría de Industria y Comercio, August 1961.

1861. MILLER, W.J. — N. Nigeria
"Developments in Primary Education in Northern Nigeria." IN Journal of Local Administration Overseas, Vol. 3, No. 4, October 1964. pp. 221-225.

1862. OLDMAN, H. — N. Nigeria
The Administration of Primary Education. Kaduma, 1962. [Results of an inquiry into problems of administration and financing].

1863. PAKISTAN. PLANNING COMMISSION. EDUCATION AND TRAINING — Pakistan
Introduction of Universal Primary Education. I. Within 15 Years (1960-75). II. Within 10 Years (1960-70). Karachi: Government of Pakistan, 8 October 1959. 22 pages.

1864. PASQUALE, Carlos — Brazil
Densenvolvimento do Ensino Primario e o Plano Nacional de Educação. Documento apresentado a IIa Conferência Nacional de Educação. Porto Alegre, abr. 1966. [Development of Primary Education and the National Educational Development Plan. Document presented to the Second National Conference on Education. Porto Alegre, 1966]. Rio de Janeiro: Centro Brasileiro de Pesquisas Educacionais, 1966.

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1867. RIO DE JANEIRO. INSTITUTO NACIONAL DE ESTUDOS PEDAGOGICOS
El desarrollo de la enseñanza primaria y el plan nacional de educación en el Brasil. [The Development of Primary Education and the National Plan in Brazil.] Washington, D.C.: Departmento de Asuntos Educativos, Union Panamericana, 1967. 70 pages.

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1869. TEIXEIRA, Anisio S. Brazil
"A municipalização do ensino primario," [The municipalization of primary education] IN Revista Brasileira de Estudos Pedagogicos, Vol. 27, No. 66, June 1957. pp. 22-43.

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The Planning of Primary Education in Northern Nigeria (African Research Monographs No. 2). Paris: UNESCO/IIEP, 1966.

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1872. UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
Compulsory Education in South Asia and the Pacific. Paris: UNESCO, 1954. 157 pages. Biblio.

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"The Economic Implications of the Plan of Educational Development in Asia" IN: UNESCO Report of Meeting of Ministers of Education of Asian Member States Participating in the Karachi Plan. Tokyo, April 2-11, 1962. Bangkok: UNESCO, 1962. pp. 56-69.

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Report of Meeting of Ministers of Education of Asian Member States Participating in the Karachi Plan. Tokyo, April 2-11, 1962. Bangkok: UNESCO, 1962. 88 pages. [A review of the progress made in implementing the Karachi Plan of 1960 for attaining compulsory free education by 1980 in the 17 Asian member states.]

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1878. UNITED STATES. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, OFFICE OF EDUCATION
Implications for Elementary Education. Follow-up on the 1960 White House Conference on Children and Youth, 1961. Washington, D.C.: Department of Health, Education and Welfare, Office of Education, 1961. 42 pages.

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La enseñanza primaria en la República Dominicana: sus necesidades de maestros y salas de clase en relación con la matrícula escolar probable en el período 1960-1980. [Primary Education in the Dominican Republic: Its Teacher and Classroom Needs in Relation to Probable Student Enrollment in the Period 1960-1980.] Santiago: n.d. 37 pages.

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"Latin American Major Project." IN UNESCO Chronicle, Vol. 5, August-September 1960. pp. 316-320. [On the extension of primary education: progress made since 1956.]

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"Metodos analiticos para determinar el progreso de la educación primaria." ["Analytic Methods to Determine Progress of Elementary Education."] IN Estadistica, Journal of the Inter-American Statistical Institute (Washington, D.C.), Vol. 14, No. 50, March 1956. pp. 40-53.

4.1 Planning for Particular Levels of Education
4.12 Secondary

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Chapter 5

MODELS

	Entries	Pages
5. Models	2942-3046	379-392

The items grouped in Chapter 5 reflect the growing literature on the use of models, mathematical and other, in describing educational systems and, by extension, in educational planning. The writings listed here do not all present rigorous models, but they do represent current trends in attempts to describe educational systems, to identify key endogenous and exogenous variables, to examine their interactions, and to tackle the complex problems of quantification. Some items might properly have been listed elsewhere, e.g. in partial planning, or in costing, because of their specialized focus; however, there appears to be an advantage in assembling the various types of models in one chapter for reference purposes.

The surveys of mathematical models in educational planning by Hector CORREA (# 2965 and # 2966) provide a very good introduction to the topic; the OECD publication, Mathematical Models in Educational Planning (# 3005) assembles several papers on the subject, including some applications to educational systems of specific countries. Further country examples are identified by side-headings in the text of this chapter.

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WORKING DRAFT

EDUCATIONAL PLANNING AND POLICY: AN INTERNATIONAL BIBLIOGRAPHY

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PARTS III, IV, V, VI

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PART III

FINANCING EDUCATIONAL PLANS

Chapter 6

FINANCE AND COSTS

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Chapter 6 classifies items on the costing and financing of educational plans; items specifically relating to external finance are located in Chapter 7. Each of the three major sections -- finance, expenditures, and costs -- contains sub-divisions for analytic studies of general interest and for country and regional studies. The intent in classifying items was to separate those primarily concerned with analyzing specific problems from those whose main purpose was to describe experience in a certain country. Clearly some arbitrariness is involved in such classification decisions, and it is recommended that users interested in particular aspects of finance, expenditures, or costs, scan the entire section for promising titles. Finance of higher education and student finance are assigned separate categories because of the growing volume of literature on these aspects.

A careful attempt is made to differentiate entries which discuss unit cost and its determinants (6.3) from those which deal with costs and expenditures in the sense of outlays (6.2). Sub-section 6.33 contains a short list of items dealing with budgeting and accounting for purposes of record keeping and financial control rather than in terms of efficiency considerations. Users interested in program budgeting will find relevant titles in Chapter 11, Internal Efficiency of Education, where Section 11.2 is devoted to cost-effectiveness and program budgeting.

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Chapter 7

EXTERNAL AID AND TECHNICAL ASSISTANCE

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While external aid and technical assistance form the particular focus of Chapter 7, external resources are considered in several sources cited in Chapter 6. Users seeking a comprehensive picture of the financing of educational plans or of the place of external resources in implementing plans should consult both Chapter 6 and Chapter 7.

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3603. SMITH, M. Brewster Ghana
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3608. ______ Nigeria
United States Technical and Capital Assistance in Support of Economic Development in Nigeria. Report at January 1965. Lagos: US-AID, 1965. [Contains summary information on AID education projects -- the largest element in the US assistance programme in Nigeria.]

3609. UNITED STATES. OFFICE OF EDUCATION
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3620. CERYCH, Ladislav Ivory Coast
L'aide extérieure et la planification de l'éducation en Côte-d'Ivoire. [External Aid and Educational Planning in the Ivory Coast.] (African Research Monographs, No. 12). Paris: UNESCO/International Institute for Educational Planning, 1967. 49 pages.

3621. _______ Nigeria
The Integration of External Assistance with Educational Planning in Nigeria. (African Research Monographs, No. 14). Paris: UNESCO/ International Institute for Educational Planning, 1967. 78 pages.

3622. COLOMBO PLAN BUREAU
Technical Co-operation under The Colombo Plan. Ceylon: Colombo Plan Bureau, 1961. 85 pages. [Summarizes aid and assistance for member countries in education, technical and vocational training from 7/1/60 to 6/30/61. Emphasizes mutual self-help and cooperation between members -- pp. 31-46.]

3623. EKWA, M. Africa
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3624. GUILLAUMONT, Patrick West Africa
"Evaluation of International Development Aid Efforts. Second Case Study: West Africa." IN: OECD, Social Change and Economic Growth. Paris: OECD, 1967. pp. 145-173. [One of two case studies followed, pp. 173-176, by a Summary of Discussion by Samuel S. RICHARDSON.]

3625. KARMACK, Andrew M.
The Economics of African Development. New York, Washington, London: Praeger, 1967. [SEE: Ch. IX, pp. 185-208, "Foreign Investment and Aid Programs."]

3626. LEISTNER, G.M.E. Africa
Aid to Africa. Pretoria: Africa Institute, 1966. 22 pages. Figures, maps, tables, biblio.

3627. MADDISON, Angus; Alexander STAVRIANOPOULUS; Benjamin HIGGINS Greece
Foreign Skills and Technical Assistance in Greek Development. Paris: OECD, 1966. 172 pages.

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"African Higher Education: A Challenge to America." IN The Atlantic Monthly, Vol. 208, No. 1, July 1961. pp. 23-36.

3629. ORGANIZATION OF AMERICAN STATES Latin America
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3630. PAN-AMERICAN UNION Latin America
Informes y estudios. Anexo III del informe y recomendaciones de la Comisión Ad Hoc de Educación. [Annex III of the Report and Recommendations of the Ad Hoc Education Commission.] Washington, D.C.: Pan-American Union, 1968. 263 pages. [Includes studies on international finance and technical assistance.]

3631. ROBOCK, Stefan H. Brazil
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3632. SCHERZ-GARCIA, Luis Latin America
"Some Dysfunctional Aspects of International Assistance and the Role of the University in Social Change in Latin America." IN International Social Science Journal, Vol. 19, No. 3, 1967. pp. 387-403.

3633. SOPER, Tom P. Uganda
"Evaluation of International Development Aid Efforts. First Case Study: Uganda." IN: OECD, Social Change and Economic Growth. Paris: OECD, 1967. pp. 139-145. [One of two case studies, followed, pp. 173-176, by a Summary of Discussion by Samuel S. RICHARDSON.]

3634. STRACHAN, Anthony Africa
"Aid to Africa: The Search for a Formula Continues." IN Africa Report (Washington, D.C.), Vol. 12, No. 6, June 1967. pp. 8-12, Ill., map.

3635. SUTTON, F.X. East Africa
"Aid and the Problems of Education, Employment and Rural Development." IN: James R. SHEFFIELD (ed.), Education, Employment and Rural Development. The Proceedings of a Conference held at Kericho, Kenya in September 1966. Nairobi, Kenya: East African Publishing House (For University College, Nairobi), 1967.

3636. VOLKMAR, Gérard Upper Volta
Aide extérieure et développement de la Haute-Volta. [External Aid and Development of Upper Volta.] Annvers: Institut supérieur de commerce de l'Etat, 1964. 120 pages. Maps, bibl. (mimeo).

3637. WILLIAMS, Peter Uganda
Aid in Uganda -- Education. London: Overseas Development Institute, 1966. 152 pages.

3638. WOLF, Charles, Jr. South Asia
Foreign Aid: Theory and Practice in Southern Asia. Princeton, N.J.: Princeton University Press, 1960.

PART IV

INFLUENCES ON PLAN TARGETS

Chapter 8

MANPOWER

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Section 8.1 offers selected titles on the general relation of manpower to development and education, together with a small group of items on specialized manpower. The country and regional studies of Section 8.2 are organized geographically with countries listed alphabetically within each region. Items on study abroad and brain drain are included in Section 8.3, Migration; additional relevant titles may be found in Chapter 7, Technical Assistance. Entries in Section 8.4 focus on methods and techniques relevant to manpower analysis.

Throughout the chapter the emphasis is on utilization of manpower rather than on training or education. Items which deal primarily with education and training are located in appropriate sections of Part II, Comprehensive and Partial Planning. There is, of course, bound to be overlap. Thus, users interested in manpower approaches to educational planning will find titles of interest both in Chapter 8 and in Chapter 2; those primarily concerned with country studies on education and manpower will find titles in Chapter 8 and in Chapter 3; and those who are interested only in certain levels of manpower and education (e.g. high-level manpower only) should check both Chapter 8 and Chapter 4.

8. MANPOWER

8.1 Manpower, Development and Education

8.11 Manpower and Development

3639. AARVIG, L.
"Active Manpower Policy. The Attitude and Role of Employers and Their Organizations." IN: OECD, Active Manpower Policy. Final Report of the International Management Seminar on Active Manpower Policy, Brussels, 14-17 April, 1964. Paris: OECD, 1965. pp. 145-156.

3640. ARREGGER, C.E. (ed.) United Kingdom
Graduate Women at Work: A Study by a Working Party of the British Federation of University Women. Newcastle-upon-Tyne: Oriel Press, Ltd., 1967.

3641. AUERHAN, Jan
Lectures on the Labour Force and Its Employment. Geneva: International Institute for Labour Studies, 1964. 42 pages.

3642. BAKKE, W.E.
"An Active and Positive Manpower Policy." IN: OECD, Active Manpower Policy. The Final Report of the International Management Seminar on Active Manpower Policy, Brussels, 14-17 April, 1964. Paris: OECD, 1965. pp. 127-143.

3643. BEHRENDT, Richard F.
"Die Sorge um den beruflichen Nachwuchs im Zeitalter des technischen Fortschrittes." ["Problems of Manpower Resources in the Age of Technical Progress."] IN Berufliche Erziehung (Berne), Vol. 2, 1960.

3644. BLAKEY, K.A. Africa
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Requirements and Resources of Scientific and Technical Personnel in Ten Asian Countries. (UNESCO Statistical Reports and Studies.) Paris: UNESCO, 1960. 31 pages. [Review of manpower planning methodology followed by description of forecasting techniques used in India, Burma, the Philippines, Thailand, China, Korea, Japan, Ceylon, Turkey, and Vietnam.]

4207. LEVASSEUR, Paul M.

A Study of Inter-Relationships Between Education, Manpower and Economy. (Paper prepared for the U.S. Office of Education's Symposium on Operations Analysis of Education, Washington, D.C., November 19-22, 1967.) Paris: OECD, Directorate for Scientific Affairs, November 7, 1967. (DAS/EID/67.101. Restricted Circulation.)

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"Relation of Occupation to Educational Qualification." IN: Herbert S. PARNES (ed.), Planning Education for Economic and Social Development. Paris: OECD, 1963. pp. 147-157.

4209. ZYMELMAN, Manuel

Productivity, Skills, and Education in Manufacturing Industries. (Paper presented to the Ad Hoc Meeting of Experts on the Role of Advanced Skills and Technologies in Industrial Development, New York, May 22-29, 1967.) New York: United Nations Industrial Development Organization, 1967. 78 pages. [49 pages + appendices.] (mimeo). (ID/WG.3/DP.10. Distribution Restricted. Original: English.) [A major appendix presents tabulations on occupational distribution in the manufacturing industries of selected countries -- mainly European; also Argentina, Canada, U.S.A.]

Chapter 9

DEMOGRAPHIC AND SOCIAL INFLUENCES ON PLAN TARGETS

		Entries	Page
9.1	Demographic studies; enrollments projections and analysis	4210-4249	543
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This short Chapter encompasses items dealing with influences on plan targets that stem from a group of factors which have sometimes been termed "demand." They include demographic and socio-economic characteristics of pupils, attitudes toward education and specific vocations, and other individual elements, and they extend to concern for equity both with regard to school admissions and to the quality of education provided.

For those exploring demand influences on planning and plan targets, Chapter 9 provides a starting place. Further items are to be found in Chapter 12, External Efficiency: 12.1 lists titles on education/income relationships; 12.3 groups entries on employment and utilization of educated people. Titles in Chapter 2 which review various approaches to planning will provide additional comments on demand influences. Researchers pursuing the topic further in certain areas where demand influences are relatively strong might examine some of the country entries in Chapter 3, Comprehensive Planning, and Chapter 4, Partial Planning, for sources likely to reflect the "demand approach" to planning.

9. DEMOGRAPHIC AND SOCIAL INFLUENCES

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4211. "An Analysis of Interregional Variations in the Relative Number of Students." IN Statistische en econometrische onderzoekingen. 1st quarter, 1958.

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"School Systems and the Enrollment Crisis: A Comparative Overview." IN Comparative Education Review, Vol. 12, No. 2, June 1968. pp. 126-138.

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Análisis de la presión demográfica que ejercerá sobre el servicio educacional la población en edad escolar en el periodo comprendido entre los años 1965-70-75. [Analysis of the Demographic Pressure Which Will Be Imposed on the Educational System by the School Age Population in the Period between 1965-70-75.] Santiago, 1965. 10 pages. Tables. (mimeo)

4214. COLM, Gerhard United States
"Prospective Economic Developments." IN: Edgar L. MORPHET and Charles O. RYAN (eds.), Prospective Changes in Society by 1980, Including Some Implications for Education. Denver, Col.: Designing Education for the Future, July 1966. pp. 81-100. [Discusses: Projections as a tool for educational planning; demographic and educational requirements projections; possiblities of financing education. Supplement gives demographic and economic projections for 1970 and 1980 for U.S.A. and for Mountain State Area.]

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Algunos aspectos socioeconomicos de la población estudiantil universitaria centroamericana del año 1962. [Some Socio-economic Aspects of the Central American University Student Population in 1962.] San Jose, Costa Rica: CSUCA, October 1963. [Statistics of the demographic character, aspirations and background of students.]

4216. ERDÉSZ, Ilona; and Egon SZABADY
"Demographic Aspects of Developing the Educational System." IN Demografia, No. 2-3, 1958. pp. 264-273.

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Formulae for Projecting Enrolments and Degrees Awarded in Universities. IN Journal of the Royal Statistical Society, A, Vol. 126, No. 3, 1963. pp. 400-409.

4218. GUTIERREZ ROLDAN, Hector — Chile
Proyección de la población escolar de Chile, 1957-1982. [Projection of the Chilean Student Population, 1957-1982.] Santiago: Universidad de Chile, Centro Latinoamericano de Demografia, 1963. 51 pages.

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American Higher Education in the 1960's. Columbus, Ohio: Ohio State University Press, 1960. 92 pages. [Enrollment projections to 1975 and discussion of factors influencing trends.]

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"The Current Efforts in the Organisation for Economic Cooperation and Development Planning Programme to Project Student Inflow Into the Upper Levels of Education: Technique and Educational Policy." Paris: OECD, 1964. [Summarizes Dutch, Swedish, and Swiss studies for OECD on problems of enrollement projections in higher and further education.]

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Manpower Aspects of Educational Development. Socio-Cultural Demand for Elementary Education. Trend-Based Projections for Enrollment in Primary and Middle Classes in the Year 1976 by States and Sex and an Analysis Cost. (Working Paper No. 15). New Delhi: Institute of Applied Manpower Research, 1965.

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"Manpower Aspects of Educational Development. Social-Cultural Demand for Secondary Education. Trend Based Projections for Enrolment in Secondary Classes (IX-XI) in the Years 1971, 1976 and 1981 by States and Sex and an Analysis of Cost. (Working Paper No. 15/1965). New Delhi: Institute of Applied Manpower Research, 1965.

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A Demographic Analysis of the Educational Situation in Latin America. Santiago, Chile: U.N. Economic and Social Council, January 2, 1962. 147 pages.

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Estimating Future School Enrollment in Developing Countries. A Manual of Methodology. (Statistical Reports and Studies). Paris: UNESCO, 1966. [Includes case materials from Colombia, Philippines, Sudan, New Zealand, France, and United States.]

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"Population Growth and Educational Development." IN Annals of the American Academy of Political and Social Science, Vol. 369, January 1967. pp. 109-120.

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"Implications of Population Trends for Planning Educational Programmes." Paris: UNESCO, Statistics Division, 1964. 18 pages. (mimeo).

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Die zahlenmässige Entwicklung des Hochschulbesuches in den letzten fünfzig Jahren. [The Growth in Attendance of Institutions of Higher Education in the Last Fifty Years.] Berlin, Göttingen, Heidelberg: Springer-Verlag, 1960. 56 pages. [Analysis of data on enrollments in the main faculties in Germany 1908/09 to 1957/58.]

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Prévisions des populations scolaires. [Forecasts of School Enrollments.] Brussels: Centre d'Etude des Problèmes Sociaux et Professionels de la Technique, 1962. 165 pages.

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Higher Education in Michigan. Lansing, Mich.: Michigan Legislative Study Committee, September 1958. [Enrollment projections.]

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"The Demographic Aspects of Educational Planning." IN: OECD, Lectures and Methodological Essays on Educational Planning, Paris: OECD, 1964[?].

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Public Education in Texas 1961-1971. Austin, Texas: Texas Commission on Higher Education, March 1963. [Enrollments projection.]

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"The Global Demand for Higher and Secondary Education in the Underdeveloped Countries in the Next Decade." IN: ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT, Policy Conference on Economic Growth and Investment in Education, III: The Challenge of Aid to Newly Developing Countries. Paris: OECD, 1962. pp. 71-81. [1970 projection based on desirable per capita income increases and desired education expansion requirements.]

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"Social and Economic Determinants of the Demand for Education." IN: S. MUSHKIN (ed.), Economics of Higher Education, Washington, D.C.: Government Printing Office, 1962. pp. 21-43.

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The Demand for Higher Education in the United States, 1919-1964. (Occasional Paper of the Center for Advanced Study in Educational Administration). Eugene, Oregon: University of Oregon, July 1966. 17 pages. (mimeo). Also published IN American Economic Review, Vol. 57, June 1967. pp. 482-494.

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An Econometric Analysis of the Demand for American Public Education in the 1960's with a Statement of the General Economic Case for Public Education. Dissertation, Harvard University, 1966.

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"Constant Factors in the Demand for Technical Education: 1860-1960." IN British Journal of Educational Studies, May 1966. pp. 173-187. [Surveys public requests for increased technical education for economic or social reasons.]

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Forecasting Educational Needs for Economic and Social Development. Paris: OECD, 1962. [Chapter 5 considers demand-planning in education.]

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The Past and Future Inflow of Students into the Upper Levels of Education in the Netherlands. Paris: OECD, November 4, 1963. 78 pages.

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Elternhaus und Studium. [The Family and Higher Education]. Frankfurt/Main: Institut für Sozialforschung an der Johann Wolfgang Goethe-Universität, Two parts, 1962, 1963. Part 1, 254 pages; Part 2, 202 pages. [Part 1 analyzes results of interviews of parents of students at 4 higher schools/universities. Part 2 analyzes results of interviews of parents of college qualifying high-school seniors in 25 West German cities.]

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The Demographic, Economic, Social and Educational Situation in Latin America. Santiago, Chile: U.N. Economic and Social Council, February 19, 1962. 130 pages. [Considers the influence of situational context upon educational needs.]

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Demand for Higher Secondary School (Gymnasium) Education in Sweden. Paris: OECD, November 22, 1963. 41 pages.

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9.3 Status, Ability and Access to Education

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"A Skeptical Note on the Relation of Vertical Mobility to Education." IN American Journal of Sociology, Vol. 66, No. 6, May 1961. pp. 560-70.

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Equity, Efficiency and Educational Opportunity in Relation to Economic Development. Paper given at the Conference on Education and Economic Development, Comparative Education Center, University of Chicago, April 4-6, 1963. Chicago: Committee on Economic Growth, Social Science Research Council, 1963.

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"The Social Status of University Students in Relation to Type of Economy: An International Comparison. IN: INTERNATIONAL SOCIOLOGICAL ASSOCIATION, Transactions of the Third World Congress of Sociology, Vol. 5: Changes in Education. London: International Sociological Association, 1956. pp. 51-63.

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4273. BOWLES, Frank
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"Preliminary Findings of the International Study of University Admissions," IN: Seymour E. HARRIS (ed.), Economic Aspects of Higher Education. Paris: OECD, 1964. pp. 99-108.

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4276. BOWLES, Frank
"Democratization of Educational Opportunity." IN: George Z.F. BEREDAY, Essays on World Education: The Crisis of Supply and Demand. New York, London, Toronto: Oxford University Press, 1969. pp. 51-67.

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Social and Economic Determinants of the Demand for Education." IN: S.J. MUSHKIN (ed.), Economics of Higher Education, Washington, D.C.: Government Printing Office, 1962. pp. 21-43.

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"Potential Elites in Ghana and the Ivory Coast. A Preliminary Comparison." IN American Journal of Sociology, Vol. 70, November 1964. pp. 349-362.

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The Fortunate Few. A Study of Secondary Schools and Students in the Ivory Coast. Evanston, Ill: Northwestern University Press, 1966. xv + 242 pages.

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"Higher Education: Selection and Opportunity." IN The School Review, Vol. 71, No. 3, Autumn 1963. pp. 249-265.

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The Home and the School. A Study of Ability and Attainment in the Primary Schools. London: McGibbon and Kee, 1964.

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"The Social Gap Between Town and Country." IN: UNITED NATIONS, Papers of the United Nations Conference on the Application of Science and Technology for the Benefit of the Less Developed Areas. New York: United Nations, 1962. 4 pages.

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United States
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Social Class and Educational Opportunity. London: Heineman, 1957. 152 pages.

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"Ethnicity and the Schools in Ghana." IN Comparative Education Review, Vol. 6, No. 2, October 1962. pp. 127-135.

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"Secondary Schooling and Social Mobility in a West African Nation." IN Sociology of Education, Winter 1963. pp. 150-172. [Study based on a random sample of about 1000 secondary school students in Ghana.]

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They Went to College. The College Graduate in America Today. New York: Harcourt, Brace, and World, 1952. 277 pages.

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"Secondary Schooling and Socio-Economic Structure in Brazil." IN Social and Economic Studies, March 1965. pp. 106-118.

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Student Inflow to Higher Levels of Education. Paris: OECD, May 17, 1963. 17 pages.

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Socio-cultural Context and the American School: An Open-Systems Analysis of Educational Opportunity. Tallahassee, Fla.: Florida State University, Institute for Social Research, Center for the Study of Education, January 1969.

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Who Should Go to College (Staff Study of the Commission on Financing Higher Education). New York: Columbia University Press, 1952. 190 pages.

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Factors Influencing Enrollment. The Hague: Central Planning Bureau, 1962. (mimeo).

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"Facteurs sociologiques dans l'élabaration d'un système d'éducation." ["Sociological Factors in Elaborating an Educational System."] IN: Tiers-Monde (Paris), Vol. 1, No. 1-2, January-June 1960. pp. 145-155.

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"Estratificación social y oportunidades educacionales en tres metropolis latino-americanas, Buenos Aires, Motevideo y São Paulo." [Social Stratification and Educational Opportunities in Three Latin American Cities, Buenos Aires, Montevideo and São Paulo] IN América Latina, Vol. 5, No. 4, October-December 1962.

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Social and Economic Characteristics of the College Population and Others with Some College Training. New York: Bureau of Applied Social Research, Columbia University, 1965.

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Chapter 10

ALTERNATIVE FUTURES AND EDUCATION

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10. Alternative futures and education	4389-4467	565

Much of the literature on educational planning, particularly in more developed countries, conceives of the future as an extrapolation of recent past trends or as a slightly modified version of the present; and the majority of writers are primarily concerned with the short- or medium-run future. This chapter contains items which deal with longer-run perspectives and which consider not just 'the' future but a variety of alternative futures. The impact of this line of thinking upon educational planning is negligible at present, yet alternative possible futures can affect plan target-setting and plan target achievement; hence the place of these items under the heading: 'Influences on Plan Targets'.

There is a heavy bias in the items presented in favor of United States sources; this no doubt reflects the limits of the bibliographer's acquaintance with the literature and, hopefully, may be remedied in any future version of this work. The best survey at this time of the implications of the futures approach to planning in the American context is to be found in ZIEGLER (# 4467). For further sources, again in the American context, see the bibliography by MARIEN (# 4926).

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PART V

PRODUCTIVITY AND EFFICIENCY

Chapter 11

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The productivity and efficiency of educational systems are clearly important concerns of educational planners, affecting both plan target-setting and target achievement. Chapter 11 groups entries dealing with internal efficiency of education -- input-output relationships, efficiency techniques, problems of measurement and of wastage. In Chapter 12 the focus is on relationships between the educational system and the total social system of which it is part -- with a definite emphasis on relationships with the economic system evident in the literature. Selected references on innovation are offered in Chapter 13 on the grounds that innovations are designed to increase system productivity and efficiency; users interested in innovation may find additional titles in sub-section 4.53, Methods and Media, since most of the innovations documented in the literature relate to variations in methods and to the introduction of new media.

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4800. MORSE, Arthur D. United States
Schools of Tomorrow -- TODAY! Albany, N.Y.: University of the State of New York, State Education Department, 1960. 191 pages. [Nine case studies representing "a cross-section of experimentation."]

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Diffusion of Innovations. New York: Free Press of Glencoe, 1962.

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The Diffusion of Educational Innovations in the Government Secondary Schools of Thailand. (Education in Thailand Series, Publication No. 5), East Lansing, Mich.: Michigan State University, College of Education, Institute for International Studies in Education, 1968. 58 pages.

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PART VI

BIBLIOGRAPHIES

Chapter 14

BIBLIOGRAPHIES -- SELECTED REFERENCES

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The selective listing of bibliographies in Chapter 14 suggests sources which identify further writings on particular topics. In a broad way, Section 14.1 corresponds to topics contained in Parts I and II of the present bibliography and Section 14.2 to Parts III--V.

The bibliographies are grouped according to their principal subject matter. Those primarily concerned with educational planning are listed in Section 14.12, but entries on planning are included also in several sources cited in other sections. Attention is drawn particularly to four such sources: #4815 by BLAUG on the economics of education; #4824 by HANSON and GIBSON, a good example of recent bibliographic work on education within a geographic region (Africa); #4843 by HÜFNER, a major recent contribution focused on higher education; and #4921 issued by RESEARCH FOR BETTER SCHOOLS INC. on benefits and costs in the public sector. Each of these works has a section devoted to educational planning as well as containing many relevant items in other sections.

Section 14.13 offers a short list of sources on education in large geographic regions. With the exception of two items on the USSR, no reference is made to bibliographies which exist for some individual countries; interested researchers may best identify these by using library reference facilities.

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14.11 Education and Development

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Planning, Development and Change: An Annotated Bibliography on Development Administration. (University of the Punjab, Department of Public Administration. Public Administration Series, 1). Lahore, Pakistan: Punjab University Press, 1966. 217 pages.

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4813. Bibliography of Documents Presented at the Conference on Education and Economic Development in Latin America. IN América Latina, Vol.5, No.4, October-December 1962.

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A Selected Annotated Bibliography in the Economics of Education. (Education Libraries Bulletin, Supplement 8). London: University of London, Institute of Education, 1964. 106 pages. 446 entries. Author index.

4815. ———
Economics of Education: A Selected Bibliography (International Series of Monographs in Library and Information Science, 3). Oxford, London, Edinburgh: Pergamon Press, 1966. 190 pages. 792 entries. Author and Country Indexes. [Three mimeographed Addenda lists have been produced, March 1966--January 1968, bringing entries to a total of 1183].

Africa; Asia

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Annotated Bibliography on the Role of Education in the Transition from Subsistence to Cash Economies in Middle Africa, South and South-East Asia. Paris: UNESCO, 1965. 35 pages (mimeo.). (WS/0267.19.SCH).

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The Effect of Technological Progress on Education. A Classified Bibliography from British Sources 1945-1957. London: Institute of Production Engineers, 1959. 141 pages.

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Education and Development in India and Pakistan. A Select and Annotated Bibliography. (Education in Asia Series, 1.) East Lansing, Mich.: Michigan State University, 1962. 221 pages.

4819. Criteria for Allocating Investment Resources Among Various Fields of Development in Underdeveloped Economies (A Bibliography and Introductory Note) IN Economic Bulletin for Asia and the Far East, Vol.12, June 1961. pp. 30-44.

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The Economics of American Education: A Bibliography. Including Selected Major References for Other Nations. Bloomington, Ind.: Phi Delta Kappa, 1966. 67 pages.

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A Selected Annotated Bibliography on Education and Social Development. Syracuse: Syracuse University, Center for Development Education, 1966. 109 pages (mimeo.). 706 entries. [Second version].

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Regional Planning and Development in Developing Countries, with Emphasis on Asia and the Middle East. (Exchange Bibliography, 43). Monticello, Ill.: Council of Planning Librarians, March 1968. 15 pages (mimeo.).

4823. HABIB, Hassan
Human Capital Formation: A Review of Recent Literature on the Economics of Education. Lahore: Pakistan Administrative Staff College, 1963. 22 pages.

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African Education and Development Since 1960: A Select and Annotated Bibliography. East Lansing, Mich.: Michigan State University, 1966. 327 pages. 1587 entries. Author index.

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An Annotated Bibliography of Directed Social Change. Syracuse, N.Y.: Maxwell Graduate School of Citizenship and Public Affairs, Center for Overseas Operations, Pakistan Project, 1961. [Over 400 entries, approximately one-half annotated].

4826. HAZELWOOD, Arthur
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Africa

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BRAZIL -- 1.22, 135, 169, 170, 191, 192, 230; 3.53, 1581-1593; 4.11, 1864, 1867, 1869, 1870; 4.23, 2359, 2371; 4.24, 2457; 4.33, 2561; 5, 2956, 3042; 6.12, 3132, 3148, 3149, 3160; 6.22, 3371; 6.32, 3426; 7.32, 3631; 8.24, 3993-3997; 9.3, 4280, 4298, 4309; 9.4, 4362.

BRITISH COMMONWEALTH -- 3.1, 677, 678; 7.22, 3517, 3518, 3520; 7.31, 3564, 3565.

BRITISH GUIANA -- (See Guyana)

BRITISH HONDURAS -- 3.53, 1594-1597.

BRUNEI -- 3.33, 1092.

BULGARIA -- 3.43, 1303-1305; 8.23, 3917.

BURMA -- 3.33, 1094, 1095, 7.21, 3510.

BURUNDI -- 3.23, 740-744.

CABO VERDE -- 3.23, 745-748.

CAMBODIA -- 3.33, 1096-1100; 4.11, 1838; 4.12, 1885.

CAMEROUN -- 3.23 -- 749-752; 4.13, 2105; 4.31, 2504; 8.11, 3709.

CANADA -- 1.22, 241; 1.3, 281, 282, 340; 3.6, 1771-1777; 4.13, 2079; 4.21, 2178; 4.22, 2245, 2246; 4.23, 2381, 2382; 6.12, 3110; 6.13, 3175; 6.14, 3297; 6.32, 3419, 3431; 7.31, 3531; 8.13, 3788; 8.25, 4015-4020; 8.3, 4076, 4097, 4113; 8.42, 4192, 4209; 11.1, 4478; 12.1, 4607, 4626, 4628.
  British Colombia: 3.6, 1774.
  Ontario: 4.22, 2230; 13, 4803.
  Quebec: 3.6, 1773, 1776, 1777.

CANARY ISLANDS -- 3.43, 1306.

CARIBBEAN -- 3.51 & 3.52, 1507-1567.

CAYMAN ISLANDS -- 3.53, 1600.

CENTRAL AFRICAN REPUBLIC -- 3.23, 753-757.

CENTRAL AMERICA -- 1.22, 161; 1.3, 280; 2.3, 595; 3.51 & 3.52, 1507-1567; 4.13, 1939, 1967; 4.21, 2162; 4.22, 2243; 4.41, 2693, 2713; 4.44, 2769, 2773, 2774, 2796; 6.22, 3336; 8.24, 3983, 3984; 9.1, 4215.

CEYLON -- 1.22, 177; 3.33, 1101-1106; 4.13, 2087; 4.23, 2267, 2268; 8.42, 4206; 14, 4865.

CHAD -- 3.23, 758-762.

CHILE -- 1.22, 133, 202; 1.3, 258; 3.53, 1601-1618; 4.11, 1841, 1842; 4.13, 1942, 1943, 1978, 2021, 2065; 4.21, 2182, 2191; 4.22, 2217; 4.23, 2367; 4.32, 2539; 5, 3015; 7.31, 3593; 8.24, 3998-4004; 9.1, 4213, 4218; 9.3, 4322; 11.3, 4554; 11.4, 4578.

CHINA, PEOPLES REPUBLIC OF -- 3.33, 1107-1112; 4.13, 1945, 2001, 2138; 4.21, 2180; 4.44, 2794; 7.22, 3516; 7.31, 3617; 8.22, 3870, 3871; 8.42, 4206; 14, 4917.

CHINA, REPUBLIC OF -- 1.22, 158; 3.33, 1113-1117; 4.43, 2762; 4.52, 2893; 5, 2994; 7.31, 3601; 8.42, 4206; 14, 4917.

COLOMBIA -- 2.4, 631; 3.53, 1619-1629; 4.12, 1884; 4.13, 1935, 1948; 4.53, 2932; 6.12, 3165; 8.24, 4005; 9.1, 4228; 11.2, 4514; 12.2, 4661.

CONGO, DEMOCRATIC REPUBLIC OF [Kinshasa] -- 1.1, 64; 3.23, 763-768; 4.12, 1912; 4.13, 1956; 4.31, 2489; 4.35, 2663; 7.21, 3500, 3507; 7.31, 3530; 8.3, 4119; 12.31, 4742.

CONGO, REPUBLIC OF [Brazzaville] -- 3.23, 769-773; 4.12, 1912; 8.21, 3818.

COSTA RICA -- 1.22, 160; 3.53, 1630-1634.

CUBA -- 3.53, 1635-1637.

CYPRUS -- 3.43, 1307.

CZECHOSLOVAKIA -- 3.43, 1308-1312; 4.22, 2227; 4.45, 2808; 4.51, 2845; 8.23, 3918; 9.4, 4388.

DAHOMEY -- 1.22, 136; 3.23, 774-778; 4.12, 1913; 4.24, 2427; 4.35, 2666.

DENMARK -- 3.43, 1313-1315; 4.23, 2383; 12.1, 4628.

DOMINICA -- 3.53, 1638.

DOMINICAN REPUBLIC -- 3.53, 1639-1641; 4.11, 1879.

EASTERN ADEN PROTECTORATE -- (See Southern Yemen)

ECUADOR -- 1.22, 144, 217, 226; 3.53, 1642-1649; 4.22, 2216; 4.31, 2514; 4.33, 2573; 4.51, 2813; 5, 3043; 8.24, 4006; 11.4, 4595

EL SALVADOR -- 3.53, 1650-1654.

ENGLAND -- (See United Kingdom)

ETHIOPIA -- 3.23, 779-786; 6.22, 3365; 8.21, 3819; 11.4, 4575.

EUROPE -- 1.22, 228, 234; 1.3, 284; 2.3, 541, 545-547, 580, 584; 3.1, 679, 682; 3.41, 1270a-1278a; 4.13, 2108; 4.23, 2283, 2373, 2381; 4.24, 2432, 2433; 4.31, 2509; 4.32, 2543, 2556; 4.41, 2702; 4.44, 2764; 4.51, 2839; 4.52, 2859; 6.12, 3121, 3136, 3146, 3147, 3158; 6.14, 3263; 6.22, 3348, 3359, 3361; 7.22, 3512; 8.23, 3908-3912; 8.3, 4118; 8.42, 4209; 10, 4459.

Eastern Europe: 8.12, 3760; 8.23, 3981; 8.41, 4144, 4173; 14, 4860.

Western Europe: 8.11, 3706; 8.13, 3788, 3793.

Mediterrean Region (Mediterrean Regional Project): 3.42, 1279a-1294; 3.51, 1530; 3.52, 1559; 4.51, 2839; 6.12, 3141; 8.12, 3731, 3733, 3751; 8.23, 3912; 8.41, 4171; 8.42, 4197. (See also: Greece, Italy, Portugal, Spain, Turkey, Yugoslavia.)

FAR EAST -- (See Asia)

FIJI -- 3.72, 1825-1828.

FINLAND -- 3.43, 1316.

FRANCE -- 1.22, 166, 233; 2.1, 349; 3.43, 1317-1338; 4.21, 2197; 4.22, 2211, 2215, 2228; 4.23, 2384; 4.51, 2821; 6.12, 3120; 6.14, 3264, 3292, 3299; 6.32, 3412; 7.31, 3532-3554; 8.12, 3771; 8.23, 3919-3925; 8.41, 4168, 4177, 4178; 9.1, 4228, 4233; 9.3, 4284; 10, 4466; 12.1, 4628; 12.32, 4763.

FRENCH GUIANA -- 3.53, 1655, 1656; 4.12, 1883.

GABON -- 3.23, 787-789; 4.23, 2349; 8.21, 3820; 9.4, 4356; 11.4, 4589.

GAMBIA -- 3.23, 790, 791; 4.23, 2347.

GERMAN DEMOCRATIC REPUBLIC [East Germany] -- 3.43, 1339-1342; 4.23, 2280.

GERMANY, FEDERAL REPUBLIC OF [West Germany] -- 1.22, 162; 3.43, 1343-1363; 4.12, 1898; 4.13, 1958, 1962, 1966, 1970, 1985, 2024,

GERMANY, FEDERAL REPUBLIC OF (cont'd) 4.13 (cont'd), 2122, 2129, 2130; 4.21, 2152; 4.23, 2257; 4.32, 2545; 4.34, 2615; 4.35, 2653; 4.41, 2700; 4.45, 2805; 4.51, 2823; 5, 2983, 3044; 6.11, 3084; 6.12, 3118; 6.14, 3277, 3278, 3290, 3298; 6.21, 3323; 6.22, 3338, 3355, 3357, 3358; 6.31, 3389; 7.22, 3513; 7.31, 3555, 3556; 8.23, 3926-2933; 8.3, 4075; 8.42, 4195; 9.1, 4211, 4225, 4232, 4234, 4238, 4248; 9.2, 4256, 4261; 9.3, 4334; 11.2, 4515; 11.4, 4577; 12.1, 4628.

GHANA -- 1.22, 146, 159, 225; 3.22, 709; 3.23, 792-796; 4.12, 1890; 4.13, 1974; 4.23, 2359; 4.32, 2549; 4.33, 2572; 4.52, 2863; 7.31, 3603; 8.21, 3821, 3822; 9.3, 4281, 4292-4294, 4325, 4346; 9.4, 4348, 4354, 4359, 4360, 4382; 12.31, 4716, 4744.

GREAT BRITAIN -- (See United Kingdom)

GREECE -- 3.42, 1279a-1294; 3.43, 1364-1371; 4.23, 2366, 2385; 4.34, 2609; 4.44, 2793; 5, 3039; 6.22, 3352; 6.32, 3427; 7.32, 3627; 8.23, 3934, 3935; 9.2, 4263. (See also: Europe: Mediterranean Region)

GRENADA -- 3.53, 1657, 1658.

GUADELOUPE -- 3.53, 1659.

GUATEMALA -- 2.4, 642; 3.53, 1660-1675; 4.11, 1848; 4.12, 1902; 4.13, 1987, 1988; 4.34, 2600; 4.51, 2825, 2826; 6.11, 3053; 7.31, 3590; 11.4, 4599.

GUINEA -- 3.23, 797-803; 4.43, 2746; 8.21, 3799.

GUYANA -- 3.53, 1676-1680; 4.12, 1883; 9.3, 4271.

HAITI -- 3.53, 1681; 4.33, 2566.

HONDURAS, REPUBLIC OF -- 2.4, 651; 3.53, 1682-1687; 4.11, 1849; 4.53, 2933.

HUNGARY -- 3.43, 1372, 1373; 5, 2978; 6.21, 3312; 8.23, 3936, 3937.

ICELAND -- 3.43, 1374.

INDIA -- 1.21, 84, 102; 1.22, 164, 200, 227; 1.3, 313; 3.33, 1118-1146; 4.11, 1840, 1845, 1851, 1852, 1865; 4.12, 1886, 1904-1906; 4.13, 1924, 2004-2006, 2047; 4.21, 2164-2168, 2195; 4.22, 2225; 4.24, 2464; 4.31, 2505, 2532; 4.33, 2569; 4.34, 2620, 2622, 2626, 2646; 4.35, 2651; 4.41, 2701; 4.44, 2771, 2772; 4.51, 2827-2831; 4.53, 2914, 2918, 2931;

INDIA (cont'd) 6.12, 3125, 3133; 6.21, 3332; 6.32, 3411, 3415; 8.22, 3872-3889, 3905; 8.3, 4095, 4096, 4107; 8.42, 4186; 9.1, 4221, 4222, 4231; 9.3, 4330; 11.3, 4553; 11.4, 4568, 4582, 4584; 12.31, 4719, 4720, 4728, 4732, 4736-4739 12.32, 4756, 4759, 4760; 14, 4818.

INDONESIA -- 1.22, 157; 3.33, 1147-1149; 4.11, 1853, 1854; 4.12, 1903; 4.23, 2369, 2380; 8.22, 3890; 12.31, 4728.

IRAN -- 1.1, 34; 1.22, 126; 3.32, 1068; 3.33, 1150-1159; 4.11, 1855; 4.31, 2486; 4.33, 2558; 4.41, 2712; 4.43, 2743; 8.22, 3891-3893; 8.3, 4105, 4121; 8.41, 4141.

IRAQ -- 3.33, 1160-1162; 4.34, 2629.

IRELAND (EIRE) -- 3.43, 1375-1385; 6.13, 3193; 8.23, 3938, 3939.

ISRAEL -- 3.33, 1163-1167; 4.11, 1856, 1866; 4.12, 1914; 4.21, 2203; 4.24, 2409; 4.31, 2516; 7.22, 3513; 7.31, 3557-3561; 8.22, 3894; 8.3, 4108; 11.3, 4560; 12.2, 4674; 14, 4865.

ITALY -- 3.42, 1279a-1294; 3.43, 1386-1399; 4.13, 2036; 4.23, 2375; 4.53, 2933; 6.22, 3350; 7.22, 3513; 8.23, 3940; 8.41, 4157; 8.42, 4183; 12.2, 4655. (See also Europe: Mediterranean Region).

IVORY COAST -- 3.23, 804-813; 4.12, 1888; 4.13, 1949, 2131; 4.24, 2446; 4.33, 2562, 2574; 4.52, 2894; 4.53, 2932; 6.12, 3124; 7.32, 3620; 8.21, 3799; 9.3, 4281, 4282; 9.4, 4356; 11.4, 4573.

JAMAICA -- 1.22, 208; 3.53, 1688-1691; 9.4, 4367, 4379.

JAPAN -- 1.21, 69; 1.22, 150, 151, 175, 176; 3.33, 1168-1172; 4.34, 2647; 4.53, 2931; 6.12, 3128, 3129; 6.22, 3343; 8.22, 3895-3898; 8.42, 4206; 9.3, 4303; 11.4, 4588; 12.31, 4735.

JORDAN -- 3.33, 1173, 1174.

KENYA -- 1.22, 180, 205, 222; 3.22, 709; 3.23, 814-824; 4.11, 1837; 4.12, 1882; 4.13, 1944, 2013, 2014; 4.21, 2170, 2202; 4.22, 2237; 4.23, 2263, 2352; 4.24, 2450, 2477; 4.21, 2526; 4.32, 2544; 4.34, 2596, 2610, 2618, 2643, 2645; 4.35, 2656; 4.42, 2732, 2733; 4.43, 2750; 4.44, 2795; 4.51, 2832; 4.52, 2882; 8.21, 3823-3825, 2862, 2863; 9.4, 4366; 12.31, 4734, 4748.

KOREA, DEMOCRATIC PEOPLES REPUBLIC [North] -- 3.33, 1175-1177; 4.13, 2132; 8.42, 4206.

KOREA, REPUBLIC OF [South] -- 3.33, 1178-1185; 4.24, 2423; 8.42, 4206.

KUWAIT -- 3.33, 1186.

LAOS -- 3.33, 1187-1190.

LATIN AMERICA -- 1.1, 14; 1.22, 143, 149, 152, 154, 168, 189, 190, 198, 212, 215, 216, 220, 236, 239; 2.3, 540, 595; 2.4, 639; 3.1, 683-685, 688; 3.42, 1290; 3.51 & 3.52, 1507-1567; 4.41, 1874, 1880; 4.12, 1917; 4.13, 1929, 1930, 2080, 2136, 2144, 2145; 4.22, 2220, 2239, 2243; 4.23, 2253, 2378; 4.24, 2413, 2422, 2428, 2485; 4.31, 2524, 2525; 4.34, 2597, 2621, 2625, 2631; 4.41, 2716; 4.44, 2797; 4.51, 2814, 2816, 2855; 6.12, 3107, 3119, 3142, 3145, 3157, 3162; 6.22, 3335; 6.32, 3419, 3423; 7.21, 3511; 7.32, 3629, 3630, 3632; 8.24, 3985, 3986; 9.1, 4226; 9.2, 4262; 14, 4813, 4839, 4848, 4868.

LEBANON -- 3.33, 1191-1193.

LESOTHO -- 3.23, 829-835; 11.4, 4597.

LIBERIA -- 2.4, 636; 3.23, 825-828; 4.13, 2052; 4.34, 2601, 2638.

LIBYA -- 3.23, 836-838; 8.21, 3826.

MACAO -- 3.33, 1194, 1195.

MADAGASCAR -- (See Malagasy Republic)

MALAGASY REPUBLIC -- 3.23, 839-842; 4.11, 1846; 4.13, 1955, 2066; 4.24, 2420; 4.31, 2511; 4.35, 2662; 4.44, 2763; 6.32, 3405; 7.31, 3534, 3540, 3541, 3552, 3553; 8.21, 3803.

MALAWI -- 1.22, 124; 2.4, 650; 3.23, 843-853; 4.12, 1901; 4.13, 2118; 4.21, 2186; 4.23, 2262; 4.34, 2618; 4.43, 2754; 4.51, 2842; 4.53, 2895; 8.21, 3827.

MALAYA -- (See Malaysia)

MALAYSIA -- 2.4, 647; 3.33, 1196-1205; 4.13, 2034, 2150; 9.4, 4385.

MALI -- 3.23, 854, 855; 4.24, 2445; 4.33, 2568; 4.52, 2887; 9.4, 4356; 11.4, 4573.

MALTA -- 3.43, 1400-1402.

MARTINIQUE -- 3.53, 1692, 1693.

MAURITANIA -- 3.23, 856-859.

MAURITIUS -- 1.22, 131; 3.23, 860-863; 4.13, 2031; 4.51, 2834.

MEXICO -- 1.22, 140, 194; 1.3, 269, 280; 3.51, 1510; 3.53, 1694-1700: 4.11, 1859, 1860; 4.12, 1916; 4.13, 2134, 2140, 2146; 4.21, 2156, 2196, 2198; 4.23, 2368; 4.24, 2411; 4.31, 2505; 4.33, 2592; 4.51, 2822, 2848; 6.12, 3135; 6.32, 3417, 3428, 3433; 8.24, 3984, 4007; 11.1, 4497; 12.2, 4652, 4653.

MIDDLE EAST -- 3.1, 680, 686, 687; 4.13, 2124; 4.23, 2348, 2360; 4.33, 2583; 4.34, 2640; 4.35, 2677; 4.44, 2766; 4.53, 2913; 8.3, 4122; 12.31, 4714; 14, 4822, 4905.

MONGOLIA -- 3.33, 1206, 1207.

MONTSERRAT -- 3.53, 1701.

MOROCCO -- 3.23, 864-867; 4.32, 2538; 12.2, 4638.

MOZAMBIQUE -- 3.23, 868-871.

NEPAL -- 3.33, 1208-1217; 4.53, 2899.

NETHERLANDS -- 3.43, 1403-1414; 4.13, 2084, 2093; 4.23, 2386; 4.51, 2836; 7.31, 3562; 8.23, 3941-3945; 9.1, 4220, 4236; 9.2, 4260; 9.3, 4329.

NETHERLANDS ANTILLES -- 3.53, 1702-1704.

NEW ZEALAND -- 1.22, 138; 3.72, 1829; 4.23, 2401; 4.53, 2933; 8.12, 3762; 8.26, 4069; 9.1, 4228; 9.3, 4324.

NICARAGUA -- 3.53, 1705-1707.

NIGER -- 3.23, 872-876; 4.41, 2724; 4.53, 2932, 2933.

NIGERIA -- 1.22, 196, 204, 223; 2.1, 385; 2.4, 652, 656; 3.22, 709; 3.23, 877-909; 4.12, 1894, 1907; 4.13, 1977, 1992, 2056, 2057, 2081, 2109, 2117, 2141, 2142; 4.23, 2266; 4.24, 2456, 2462, 2463; 4.32, 2551; 4.41, 2684; 4.44, 2798; 4.53, 2907, 2936; 6.12, 3109, 3163; 6.14, 3296; 6.22, 3347; 6.32, 3429; 7.31, 3599, 3608; 7.32, 3621; 8.21, 3828-3838; 9.4, 4368; 12.31, 4706-4711, 4730, 4731; 14, 4865.

  Eastern Nigeria: 4.23, 2374; 6.12, 3115; 8.21, 3832; 9.4, 4386.

  Northern Nigeria: 4.53, 2941; 5, 2955; 8.21, 3833.

  Western Nigeria: 4.11, 1843; 4.23, 2346; 4.24, 2424; 4.35, 2659, 2660; 4.44, 2777; 4.53, 2933.

NORWAY -- 3.43, 1416-1420; 4.12, 1897; 5, 3027; 6.14, 3301; 6.33, 3436, 3440; 8.23, 3946; 12.1, 4628.

NORTH AMERICA -- (See Canada, United States)

NORTHERN IRELAND -- 3.43, 1415. (See also United Kingdom)

NYASALAND -- (See Malawi)

OCEANIA -- 1.22, 125; 3.71, 1820-1822; 4.41, 1872; 14, 4871.

PAKISTAN -- 3.33, 1218-1232; 4.11, 1850, 1863; 4.34, 2630; 8.22, 3899, 3906; 9.1, 4224; 12.31, 4739; 14, 4818.

PANAMA -- 1.22, 161; 1.3, 280; 3.51, 1510; 3.53, 1708-1710; 8.24, 3984.

PARAGUAY -- 3.53, 1711; 4.11, 1834; 4.23, 2254.

PERU -- 1.22, 224; 3.53, 1712-1726; 4.13, 2086; 4.22, 2234; 4.53, 2932; 6.12, 3144; 8.24, 4008-4011; 8.41, 4154.

PHILIPPINES -- 1.22, 165, 182, 207, 231; 3.33, 1233-1244; 4.12, 1915; 4.13, 2137; 4.23, 2359; 4.34, 2648; 4.41, 2708; 6.12, 3166; 7.31, 3586, 3587; 8.22, 3900-3902; 8.42, 4206; 9.1, 4228; 9.3, 4331; 12.31, 4728.

POLAND -- 1.22, 213, 214; 3.43, 1421-1426; 4.23, 2370; 4.52, 2891; 6.21, 3313.

PORTUGAL -- 3.42, 1279a-1294; 3.43, 1427-1431; 4.23, 2387; 6.22, 3354. (See also: Europe: Mediterranean Region)

PORTUGUESE GUINEA -- 3.23, 910-913.

PUERTO RICO -- 3.53, 1727-1739; 8.24, 4012-4014; 8.3, 4081.

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RHODESIA AND NYASALAND, FEDERATION OF -- (See Malawi, Rhodesia [Southern], Zambia)

RHODESIA [Southern] -- 1.22, 124, 199; 3.23, 915-919; 4.21, 2186; 4.23, 2262; 4.34, 2618; 4.51, 2842; 8.21, 3839.

RHODESIA [Northern] -- (See Zambia)

RUANDA-URUNDI -- (See Rwanda, and Burundi)

RUMANIA -- 3.43, 1432-1435.

RWANDA -- 3.23, 920-926; 4.53, 2911; 7.31, 3526, 3527.

RYUKYU ISLANDS -- 3.33, 1245.

ST. LUCIA -- 3.53, 1740.

SAMOA -- 4.53, 2931.

SAO TOME AND PRINCIPE ISLANDS -- 3.23, 927-930.

SAUDI-ARABIA -- 4.23, 2249.

SCOTLAND -- 6.32, 3421. (See also United Kingdom)

SENEGAL -- 1.22, 141; 3.23, 934-938; 4.21, 2185; 4.22, 2241; 4.23, 2281; 4.34, 2608; 4.35, 2654; 4.51, 2817; 6.22, 3340; 8.21, 3799; 9.3, 4275; 9.4, 4356.

SEYCHELLES -- 3.23, 931-933.

SIERRA LEONE -- 3.23, 939-942; 4.24, 2439; 4.33, 2590.

SINGAPORE -- 3.33, 1246-1248; 4.23, 2393.

SOMALIA -- 3.23, 943-949; 6.22, 3356.

SOUTH AFRICA, REPUBLIC OF -- 3.23, 953-957; 4.23, 2277; 4.31, 2503; 4.43, 2753; 6.13, 3240, 3248; 6.22, 3342; 8.21, 3840; 9.3, 4318; 9.4, 4364, 4369.

SOUTH AMERICA -- (See Latin America)

SOUTHERN YEMEN, PEOPLES REPUBLIC OF -- 3.33, 1084, 1249-1251.

SOUTH-WEST AFRICA -- 3.23, 950-952.

SPAIN -- 3.42, 1279a-1294; 3.43, 1436-1441; 4.11, 1868; 4.23, 2388, 2396; 4.32, 2542; 4.51, 2809; 5, 2977; 6.22, 3349, 3375; 8.23, 3947, 3948. (See also Europe: Mediterrean Region)

SPANISH GUINEA -- 3.23, 958, 959.

SUDAN -- 3.23, 960-962; 4.23, 2263; 4.35, 2665; 9.1, 4228.

SURINAM -- 3.53, 1741-1745; 4.12, 1883.

SWAZILAND -- 3.23, 963-967; 4.12, 1908.

SWEDEN -- 3.43, 1442-1454; 5, 3024; 8.23, 3949-3951; 9.1, 4220; 9.2, 4264; 9.3, 4328; 11.4, 4579; 12.1, 4628.

SWITZERLAND -- 4.3, 1953; 4.23, 2389; 9.1, 4220; 12.32, 4765.

SYRIA -- 3.33, 1252-1256.

TANZANIA -- 1.21, 103; 3.22, 709; 3.23, 968-983; 4.11, 1839; 4.13, 1960; 4.24, 2416, 2437; 4.34, 2607, 2624; 6.12, 3154; 6.22, 3362; 6.32, 3414; 8.21, 3841-3849; 9.4, 4363, 4365; 11.4, 4570, 4571.

THAILAND -- 1.22, 203; 3.32, 1068; 3.33, 1257-1269; 4.12, 1910, 1918; 4.24, 2436; 4.53, 2931; 6.22, 3363; 6.33, 3443; 8.22, 3903; 8.42, 4206; 11.4, 4591; 13, 4807.

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  Tennessee: 11.2, 4533.
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